

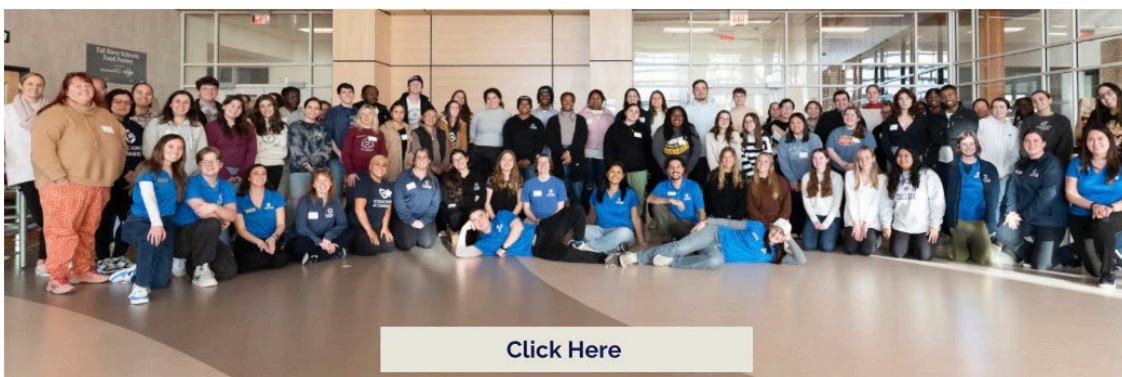


Empowering College Students to Ignite Change for the Next Generation

College Mentor Institute

February 2024 - B.M.C. Durfee High School, Fall River MA

CLICK ON THE IMAGE below to Watch Highlights from the College Mentor Institute



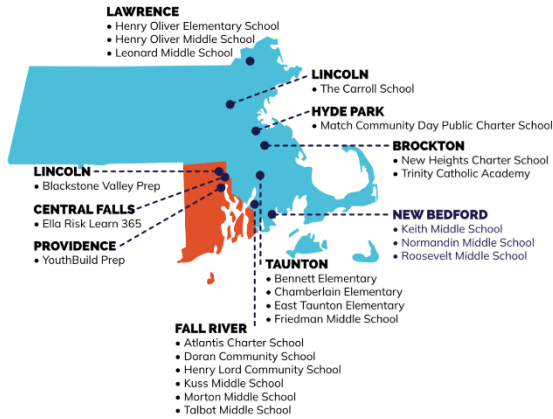
This February, Coaching4Change hosted its bi-annual College Mentor Institute, which included an intensive full-day of training. The engagement event focused on active collaboration between C4C Staff, 17 School Coaches, and over 80 College Mentors in an environment of learning, networking, and teamwork.

The event trained College Mentors in preparation for spring programming, covering Behavior Management, Mentoring basics, Crisis Prevention, and Verbal De-escalation training. College Mentors and Coaches worked together on team-building activities, mentor skills enhancement, and self-assessments. Returning College Mentors also had a chance to learn from the Bristol Community College Coordinator of Career Planning, Jeffery D. Craig, on the topic of career readiness.

"Team building events and games helped to boost my confidence and made socializing fun!" - C4C College Mentor

Spring 2024 - School Programs

Following this February's bi-annual College Mentor Institute, C4C's largest cohort to date of 92 College Mentors from 14 colleges and universities began work in 23 partner schools across Massachusetts and Rhode Island, serving 1450 students at the K-12 level.



C4C's IMPACT

C4C Mentors



80% are 1st generation college students

60% are BIPOC

33% speak English as a second language

40% of graduating College Mentors have received job offers through their internships in the past 6 months

C4C Results



80% of students had improved attendance



79% of students improved behaviorally



83% of students improved academically

C4C Reach



92 Mentors

from **14** colleges and universities



work in **23** partner schools

across Massachusetts and Rhode Island serving



1450 students at the K-12 level



YOUR GENEROSITY makes it possible for C4C to support College Mentors, students, schools, teachers, and communities in Massachusetts and Rhode Island.

Please consider a gift now and click on the DONATE button to assist Coaching4Change in its transformational work during these challenging times.

[Donate](#)

Mentor Highlight



College Mentor: Serenity Truth

C4C Placement: The Carroll School

Institution: Wellesley College - Class of 2025

Concentrations: Political Science & Biology

Career Aspirations: I am majoring in political science and this experience has solidified my goals of focusing on education policy and ensuring that there are opportunities for children and youth to get support while at school, whether that be from a mentor, teacher, or counselor.

Click on the image above to hear more from Serenity

Q: What transferable skills have you learned through your C4C experiences?

One skill that I have learned through my C4C experience has been adaptability. When working with youth, what you have planned might not work out, and it is important to be able to change your teaching methods or how you approach a situation. For example, if I was helping a student with math, and explaining the problem, they might not understand how it was phrased the first time or might not be interested in doing the problem. A part of my experience at C4C was learning to adapt to these circumstances and changing my phrasing or approach to completing an assignment. Adaptability is transferable to any organization or job. In the future, things might not always work out the first time, but you will be able to adapt to the circumstances without a worry after your C4C experience.

Q: What attracted you to complete an internship and return to C4C?

I am a first-generation college student and one of the reasons I wanted to intern at C4C was to be able to inform those who don't have parents that went to college about the experience and some of the misconceptions. I also wanted to intern at C4C because I hadn't previously worked with children and youth but was interested in learning more about the education system.

Q: What do you enjoy the most about working with children and youth?

I most enjoy when I get to see youth happy, proud, and hopeful about something. At my current C4C school, the youth let us know their grade on an assignment, and it is nice to see how excited they are about their successes. Similarly, at my previous C4C school, the children would share that they also wanted to go to a specific college or that they wanted to be a pilot or a teacher. It was great to offer them some encouragement and insight as a college student.

Mentor Initiative by Marquis Taylor



At Left: Corban Jackson and Michael Thompson receiving the C4C Mentor of the Semester G.O.A.T award for outstanding service.

The collaboration by Michael Thompson and Corban Jackson to support students at YouthBuild Academy in Providence is a powerful example of impactful mentorship and community outreach.

Their efforts to ensure that no student feels overlooked or invisible, highlight a significant commitment to educational equity and support.

YouthBuild Academy serves a crucial role in providing its students especially those who are at risk of dropping out of high school due to being overaged, under-credited, or dealing with trauma, not only with a second chance at education but also with the confidence and skills needed to envision and work toward a future they had not previously considered. By recognizing the absence of future plans among many of these students, Michael and Corban, who are both graduate students at Brown University, took an essential step by seeking resources at Brown to expose YouthBuild students to new possibilities.

Their initiative to invite a staff member from Brown to a YouthBuild Family Night was a strategic move to bridge the gap between these high school students and higher education opportunities. It is a testament to the power of demonstrating genuine interest and investment in students'; futures. The fact that three parents and students approached the Brown staff member to learn more about the pre-college program after the information session underscores the importance of making such opportunities accessible and known to students who might not otherwise consider them within their reach.

This narrative goes beyond the simple act of mentorship; it is about changing the trajectory of young lives through education, support, and belief in each student's potential. Michael's and Corban's actions evoke a broader lesson on the significance of community involvement in education, particularly for marginalized or at-risk youth. Their work serves as an inspiring model for how individuals and institutions can collaborate to bring about positive change in the lives of young people, opening doors to opportunities that can alter the course of their futures.